



St Thomas More R.C. Primary

Feedback and Marking Policy

October 2021

Mission Statement

Based on the teachings of Jesus Christ and the Church and with the help of everyone As Servants of God, we follow in the footsteps of Jesus Christ. Through His love, we guide each member of our family on their own spiritual and learning journey to achieve and grow.

We Love, We Learn, We Live with Christ.

At St Thomas More RC Primary School, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, St Thomas More has investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **meaningful, manageable** and **motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our policy on feedback has at its core a number of principles:

- the sole focus of feedback and marking should be to further children's learning;
- evidence of feedback and marking is incidental to the process;
- we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to students according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

- 1. Immediate feedback** – at the point of teaching
- 2. Summary feedback** – at the end of a lesson/task
- 3. Review feedback** – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code 	<ul style="list-style-type: none"> • Lesson observations/ learning walks • Some evidence of annotations or use of marking code/highlighting
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria • In some cases, may guide a teacher's 	<ul style="list-style-type: none"> • Lesson observations/ learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer-assessment

	further use of review feedback, focusing on areas of need	<ul style="list-style-type: none"> • Responsive teaching books
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Basic skills marking • Responsive teaching books • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings

Marking Approaches:

All work will be acknowledged in some form by class teachers. This will be through the use of, highlighted (in green) examples where the child has met the Learning Intention as well as the **LI acronym highlighted in green**. In instances where the child has not met the Learning intention then the **LI acronym will be highlighted in pink**.

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 1, often most of the review marking will take place in the responsive teaching books but the teacher may choose to use symbols or codes for children who they believe would find them meaningful. The teacher will then use the responsive teaching notes to inform the next lesson.

In Key Stage 2, written marking and comments should focus on basic skills such as spelling, grammar and punctuation. Most other comments will be found in the responsive teaching books.

In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

There are no expectations placed on written feedback. Teachers will be expected to use their professional judgement; if a child needs a gap-task, they will write one. If not, then they won't. The only expectation is that teachers provide the most appropriate feedback at the earliest time possible.

Responsive Teaching Books

Teachers make notes using the **Marking and Feedback Record** to analyse a set of books and identify common errors and misconceptions which can be addressed in the next lesson. At the start of the next lesson a '**Feedback Session**' takes place and children in Y2 - 6 using a purple pen/pencil to correct or improve their work during a feedback session. A purple pen is used so that it is clear to the children and adults where improvements have been made as a result of feedback. Children can very clearly see how important it is to make mistakes so that they can learn from them.

The image shows two versions of a 'Marking and Feedback Record' form. Both forms have a header with a cartoon character icon and the title 'Marking and Feedback Record'. Below the title are fields for 'DATE:' and 'SUBJECT:'. The left form has a large section for 'SKILLS TO BE RETAUGHT/BEST STEPS IN LEARNING' and a 'SUPPORT NEEDED' section. The right form has 'ACHIEVED SKILLS', 'MORE SUPPORT NEEDED', and 'WOW (GO LEVEL)' sections. Both forms include a 'GENERAL MISCONCEPTIONS/ERRORS' section and a bottom section for 'GOOD EXAMPLES (NO PAGE OR SHOW)', 'PRESENTATION ISSUES', 'SPELLING ERRORS', and 'INCOMPLETE/ABSENT (WAS NEED TO CATCH UP)'. The bottom section is divided into four columns.

Expectations:

English- at least **1 per week** and/or after an extended write.

Maths- at least **1 per week** and at the end of a topic.

Science/Topic- **1** at the **start** and **end** of each topic

RE- **1** at the **start** and **end** of a topic.

RHE- **1** at the **start** and **end** of each unit.

Other subjects- **1** at the end of each topic.

Feedback Sessions

Teachers use the responsive teaching books to provide feedback to a class on their previous lesson. This should take approximately 5-10 minutes in a typical lesson although can be significantly longer if many children had significant misconceptions.

The feedback session may have three 'layers' – **individual feedback, group feedback and whole class feedback**. A typical feedback session would have some of the following features...

1. Share feedback with **individuals** (teacher or TA)
2. Share feedback with **groups** (teacher or TA)
3. Share feedback with **the whole class**
4. Share good work, picking out the key features perhaps using the visualiser/Interactive Whiteboard
5. Common basic errors may be shared and retaught – e.g. a teacher may write a sentence/calculation containing the common mistake rather than using actual children's work and ask children to identify the mistake and correct it. Teachers may reteach any words that were spelled incorrectly by groups of children.
6. Common misconceptions from previous lesson are shared and re-taught. Children may practise the skill on whiteboards etc.

7. Children may then respond to the feedback given. Any response to feedback (e.g. to check their work for errors or improve it in some other way) is done in purple pen. Where possible feedback focuses on improving children's knowledge and understanding not just improving their previous piece of work.

Target-setting

There is no expectation that target sheets are stuck in books, but children should be aware of what they need to improve so that they can consciously work on them.

Homework/ Remote Learning

In KS2- all work is set/assigned on Google Classroom. Children will self-mark and the class teacher will feedback any errors or misconceptions in a feedback session, if required. All children are supported through the Google Chat when required. The work will be acknowledged on Google Classroom by a the class teacher and class dojos will be awarded.

Subject Specific Marking: Marking in Mathematics

In **Year One and Year 2** , when a sum is correct we will give it a (green) tick. When an answer is incorrect we will put a (pink) dot next to the incorrect answer to tell the child it is a '*Pink to think*' mark. The child will write the correct answer on the line. When a child has corrected the answer we will put a tick next to the correct answer.

In **Key Stage Two**, children should self-mark as part of their learning within the lesson. They will use a coloured pencil or purple pen. Where mis-conceptions have occurred they will be discussed before the end of the lesson. When a sum or question is correct we will give it a (green) tick. When an answer is incorrect we will put a (pink) dot next to the incorrect answer. There will be time given to complete corrections during the lesson, with support after the lesson or at the start of the next lesson- '*Pink to think*' and correct.

Editing writing

Using the non-negotiables for writing KS2 children will edit their writing in **RED** pen to ensure they include Age Related Expectations (ARE) according to their writing ability.

Basic marking

Basic marking would include one or some of the following:

- A very basic level of marking (specific codes used after the lessons or during a guided writing session by the teacher).
 - Highlight the acronym **L.I. in green** if child achieved – with some areas highlighted in green within the child's work
 - Highlight the acronym **L.I. if partly achieved in pink**. With some areas highlighted in pink within the child's work.
- Teachers will take the opportunity to pick up on spellings, grammar, punctuation, presentation, layout, number formation etc.

BASIC MARKING SYMBOLS

GREEN TO GO	PINK TO THINK
L	You did it and achieved the Learning Intention
Li	You nearly did it but not quite achieved the Learning Intention.
Gr	(Placed in the margin) Grammar error- what is wrong?
Sp Fre <u>in</u> d	(Placed in the margin) Spelling mistake- can you change it? The word is underlined (pink) In KS1 this will be accompanied by the corrected spelling. -max of 3 in KS1 (Focus on HFW) In KS2 pupils will be expected to find the correct spelling using a dictionary. If not independent, correct spellings can be accompanied. -max of 5 in KS2 (Focus on HFW/topic/adventurous vocabulary)
~	Look carefully – what is wrong? PINK
^	Something is missing (word, letter, punctuation) PINK

Teachers should use the language “**Green to Go**” and “**Pink to Think**”.

GREEN TO GO

Examples to show where children have achieved the success criteria in a piece of work will be highlighted GREEN by the teacher.

PINK TO THINK

Teachers will give children Pink to Think Time during the feedback time.

This will allow time for the children to revisit their work and address their errors and make improvements made in the marking and feedback. This can be done at the start of the lesson, during the lesson as a guided activity, as an independent activity.

Children will be required to use their **Purple Polishing Pen** OR a pencil to complete their response. Where children have responded to feedback marking in books, **teachers should acknowledge the child’s response with a green tick.**

The Marking Symbols are displayed in every classroom.



MARKING SYMBOLS
ST THOMAS MORE RC PRIMARY SCHOOL

GREEN TO GO	PINK TO THINK
L	You did it and achieved the Learning Intention
LI	You nearly did it but not quite achieved the Learning Intention.
Gr	Grammar error- what is wrong?
Sp	Spelling mistake- can you change it?
~~~~	Look carefully – what is wrong?
^	Something is missing (word, letter, punctuation)

This Policy was agreed by the Governing Body on _____

Signed: _____ **Chair of Governors**

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